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HIGH SCHOOL NEWS SERVICE REPORT

Published monthly during the school year by the High School News Service, a Department of Defense activity located at Great Lakes, Ill., and distributed free of charge to high schools, colleges and universities requesting the service.

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Director.....Capt R. M. McCool, USN
Deputy Director/Editorial Officer
.....Cpt M. G. Munson, USA

Senior Editor
MGySgt Duane Zabel .....USMC

Service Editors
CWO Robert Douville.....USCG
MGySgt Duane Zabel .....USMC
JOCM Edward Nelson.....USN
MSgt Charles LaCroix.....USAF
SSgt George Shuttleworth.....USA

Make-up Editor
SSgt George Shuttleworth.....USA

Circulation Manager
SSgt Clifford Shortridge .....USAF

SSGT GEORGE SHUTTLEWORTH

THE SIZE and scope of the U.S. Continental Army Command is one of startling size. Its active duty, Army National Guard, Reserve components and civilian population of 2.5 million is comparable to that of Los Angeles. It boasts over 65 principal installations, not to mention the many operated and manned by the Reserve and National Guard forces.

Although not officially named U.S. Continental Army Command (CONARC) until January 1957, its history dates back to July 1940 when it was known as General Headquarters.

New names followed as the size and overall mission grew. In March 1942 it was re-named Army Ground Forces. A Department of the Army decision to decentralize as much authority as possible to its commanders brought about another name change to Office, Chief of Army Field Forces. In February 1955, the name changed again, this time to Continental Army Command (U.S. was added in 1957).

Because of its size and many diversified missions CONARC has massive elements under its command. One such is the Strategic Army Force (STRAF), which is designed to respond instantly to our Nations commitments abroad and maintain civil order at home.

Training for STRAF is conducted at large centers such as Ft. Hood, Texas, and Ft. Carson, Colorado. A great number of seasoned soldiers have received their training in actual crises such as stateside riots or deployment to areas stricken by hurricanes or floods. These and other missions require the speed, mobility and highly trained personnel of the Strategic Army Force.

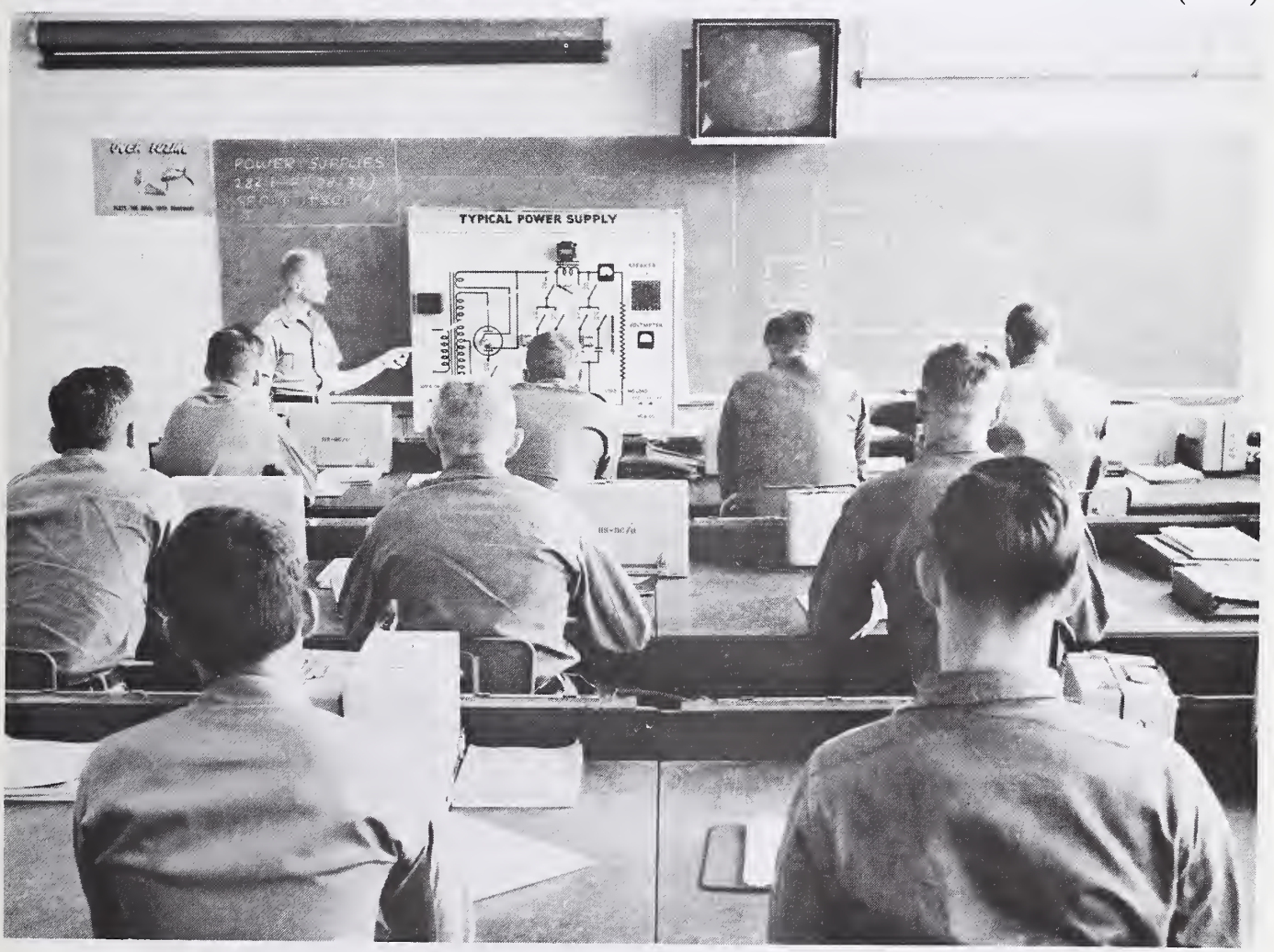
Other elements of CONARC are Army Forces STRIKE Command (ARSTRIKE) and Army Forces Atlantic Command (ARLANT). When world tensions require rapid response, CONARC unifies these two forces to be rushed to hot spots around the globe. An example is the 1965 deployment of the 82nd Airborne

Division to the Dominican Republic. It took less than 80 hours from the time they were alerted.

At one time or another the serviceman receives training in one of the Service Schools or the Advanced Training Centers. Usually training starts at one of the many Basic Training Centers.

After the initial eight weeks of basic training, soldiers are either accepted into one of the Service Schools or the Advanced Individual Training Centers.

Many of the CONARC Service Schools offer training unmatched anywhere, in the fields of electronics, aviation, medicine and countless others. Courses in leadership are available from the start of a soldiers career. In some cases they lead to a commission through the Officer Candidate School. (Cont...)



For the enlisted man, fast advancement in the enlisted grades can be accomplished through the NCO Candidate and Skill Development Program. Upon acceptance to the NCO school, a soldier is promoted to the pay grade E-4, and can be advanced to E-5 or E-6 upon graduation.

The two most familiar elements to students within CONARC are the U.S. Army Reserve and the Reserve Officer Training Corps (ROTC). Colleges in all states including Hawaii, Alaska and Puerto Rico provide the principal source for the Army officers through the ROTC program.

The Reserve component of the Army carries more than 1.5 million citizen-soldiers on its rolls. This includes the Selected Reserve Force (SRF) established in 1965 to provide a pool of trained manpower in units for mobilization and rapid deployment. Currently this force comprises two infantry divisions, four separate infantry brigades and over 600 support units.

Other programs are geared to the preparation for civilian life. Project Transition has eased the burden of finding adequate civilian employment by allowing servicemen to receive on-the-job training with local employers to include civic organizations such as police and fire departments. Training of this type usually begins 90 days prior to discharge and is on a half-day basis.

Underprivileged children throughout the country are aided by CONARC commands through the President's Youth Opportunity Program. Currently the program is operating in 46 installations serving 80,000 underprivileged youths annually.

The primary mission, to defend the nation against armed aggression, is no longer the sole function of CONARC. Humanitarian programs and civilian job training are other missions that CONARC furnishes with its enormous manpower.

EATING SMOKE NO PICNIC

JO3 CHARLES GOSHGARIAN

THEY BURN STEAKS on Sunday, and buildings on Monday.

Unusual? Not for the instructors at the U.S. Navy Fire Fighting School at Pearl Harbor, Hawaii.

Fifteen senior petty officers instruct 300 students a month in correct fire fighting techniques. Students are taught how to put out every conceivable type of shipboard fire, from burning paper to burning magnesium.

The course is basically a refresher, updating techniques learned by most Navymen during their basic training. The 25 to 60 men who attend the two-day course use up-to-date equipment to fight the fires, without most of the dangers encountered aboard ship.

The course is made up of ten exercises, covering everything from the correct way to hold a hose to putting out an oil fire in a boiler room. (Cont...)

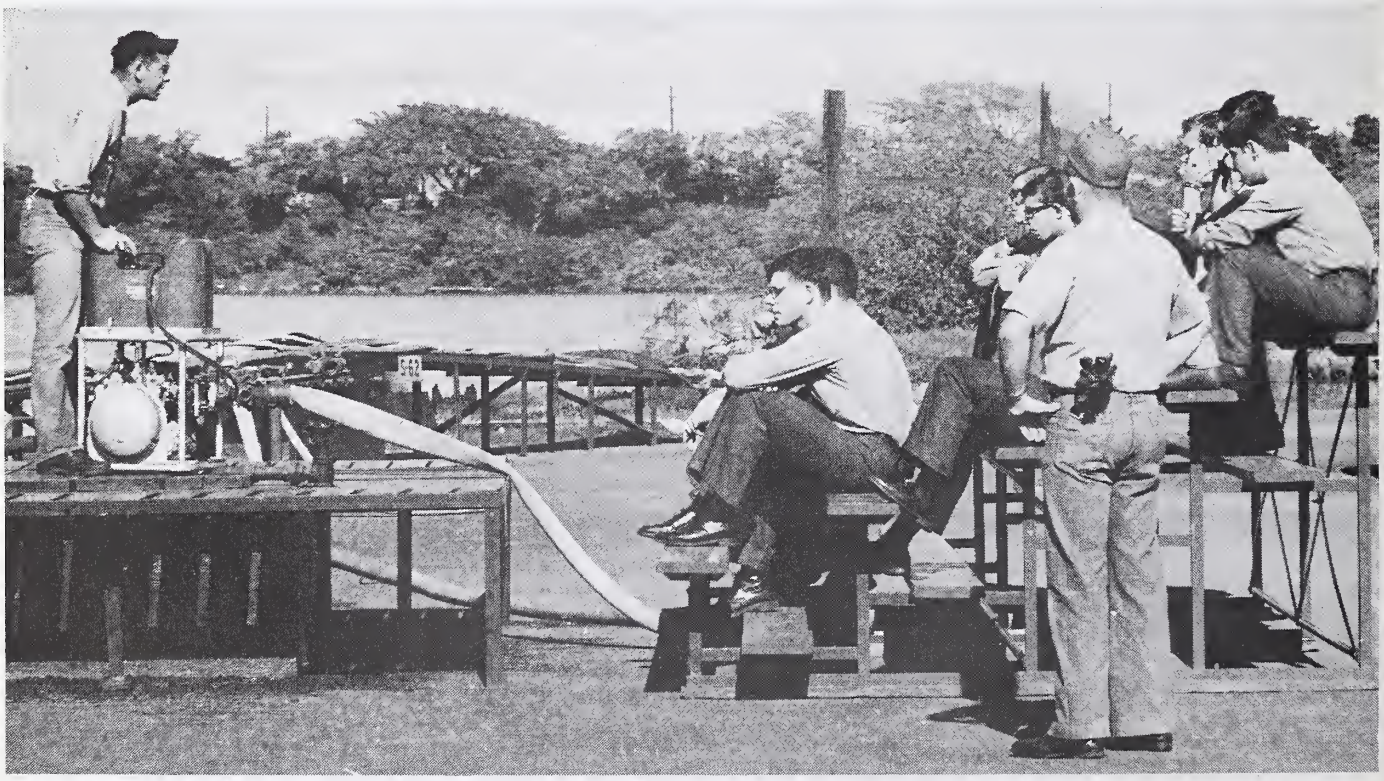
After an indoctrination period and a review of basic fire information, the class is broken up into smaller groups of 15 to 20 men. Those groups act as individual classes throughout the remainder of the course to enable everyone to get practical experience during each of the demonstrations.

Before students are allowed to participate in any of the exercises, the instructors explain fully what they are expected to do. This is done to limit the possibility of accidental smoke inhalation or burns.

The first two demonstrations are basically instructional, dealing with the function and operation of equipment found at any hose station aboard ship, such as fittings and pumps.

The first participation exercise is the "hose roll-out", designed to teach the student proper hose handling, speed and the importance of teamwork.

The class is divided into three groups, each with one of the following tasks, (1) attaching the hose to a water



source, (2) connecting two 50-foot lengths of hose, and (3) attaching the proper fittings to the hose. On signal from the instructor, the men begin their given tasks – after 15 seconds the instructor turns the water on.

Another demonstration is "goose necking", an exercise which affords the student an opportunity to become familiar with the tight spaces he might encounter while fighting a fire in an engine room, for example; students learn to handle the hose properly in cramped spaces, and to fight fires around corners.

The "hot tank" portion of the course gives the students their real "test by fire." Once the instructors have demonstrated how the fire in the oil tank should be extinguished, the students form two lines and proceed to do it themselves. Enough fires are lighted and extinguished so that all the students get the feel of fighting a live fire.

The second day of the course gives students a chance to put to good use all they learned the previous day.

Fighting any fire aboard ship is bad enough, but when it has to be done in the confines of a boiler room, it makes things even worse.

A fire is ignited under the iron catwalks in the boiler room mock-up.

Now teamwork is the most important thing.

Once the fire is lighted, instructors on either side of the main door are given the "go-ahead," and they take their men in to sweep the fire toward the middle corridor.

When the fire is being handled properly the okay to the center door instructor is given, who then takes his men in to finish putting it out.

This demonstration enables the student to put to good use techniques he learned during the other exercises, and especially those learned at the "goose necking" event.

This fire gives the student his first taste of the tremendous heat and smoke generated by an oil fire in the confines of a boiler room.

Following this portion of the course are demonstrations using chemical foam, CO_2, and Purple-K Powder, an innovation in fire fighting, to extinguish simulated electrical console and oil fires. Although most of the fires created here are extinguished by water, all types of extinguishing agents are demonstrated.

The last portion of the course is reserved for the oxygen breathing apparatus (OBA) exercise. After attending a classroom briefing on proper handling of the OBA, students don their masks, enter the second floor of a smoke-filled building, descend a ladder to the first floor, and remove their masks while still inside.

The reactions the men have when they remove their masks are normally pretty much the same – coughing, watering eyes and difficulty breathing.

This exercise is designed to let them know what could happen in a shipboard fire if they didn't have an OBA, or if they did have one and didn't know how to use it.

Last year the school offered over 6,000 men from the Pacific Fleet, everything from the two-day fire fighting course, to a five-day advanced course in nuclear, biological and chemical defense.

What do the instructors do after a hard week of burning buildings and fighting oil fires? They go on picnics with their families, and burn steaks – what else?

LADY LEATHERNECKS

SGT W. R. SCHRUM

"BEHIND EVERY successful man, stands a woman."

An old but true statement in many cases, even in the Marine Corps.

Women became part of the Corps in 1918, when they formed an auxiliary reserve unit. The "Marinettes" filled mainly clerical positions allowing male Marines to take part in World War I action in France.

Opening the ranks of the proud Corps to distaff Marines was based on a government estimate that "40 per cent of the work at Headquarters Marine Corps could be performed by women as well as men".

Less than a month after the initial recruiting call, 31 female reservists had signed up, and by September 1918, the Commandant of the Marine Corps had called them to active duty. Most of them were assigned duties at Head-

quarters Marine Corps. The rest were stationed in recruiting offices outside the Washington area, some as far away as San Francisco.

The Marinettes in Washington, D.C., performed their regular duties as well as participating in victory parades and other ceremonies in the Nation's capital.

On July 30, 1919, the Commandant, Major General George Barnett, issued orders for the separation of all women from the Reserve.

Those on active duty were immediately transferred to inactive status. Gradual disenrollment continued until, by 1922, all of the Marinettes had packed away their uniforms and returned to civilian life.

Many of them accepted Civil Service appointments at Headquarters Marine Corps, thus retaining their contact with the Corps. But – from a military standpoint over the next two peaceful decades, the Marine Corps remained strictly a man's world: the woman's touch was only a memory.

Americans were still remembering Pearl Harbor, but the war in the Pacific was almost two years old before the men of the Marine Corps again looked to woman-power to meet the new war's unprecedented demands on manpower.

On February 13, 1943, Congress authorized the enlistment of Woman Marine Reserves. From the beginning, recruiters throughout the country found themselves swamped with women who wanted to be Marines.

More than a hundred volunteers appeared during the first two days in Washington alone.

Since the Marine Corps had no facilities for training women, the Navy offered the use of its training schools: Hunter College, New York, for enlisted women, and Mount Holyoke College, Massachussetts, for officer candidates.

Women Marine Reserves continued to train with the Navy until July 1943, when a newly constructed training complex for both officer candidates and enlisted schools and Women's Reserve specialist schools was opened at Camp Lejeune, N.C.

Early in 1945, "Boot Camp" for women was moved from Camp Lejeune to Parris Island, S.C. In June of the same year, training for women officers was moved to Marine Corps Schools, Quantico, Va.

When the Korean War broke out in the summer of 1950 and the Marine Corps Reserve was called up, Women Reserves were mobilized to answer their country's call to the colors.

In numbers, they did not approach the strength of Women Reserves of World War II but, they accomplished their mission by stepping into jobs for which their reserve training had prepared them. Like the women of the two previous wars, they freed Marines for combat duty.

Today, with the Marine Corps heavily committed in Southeast Asia, its women continue in their traditional jobs, not only stateside, but in overseas assignments undreamed of by those who set the tradition.

Within the past three years, Women Marines have seen duty in England, France, Germany and Italy; in Panama; and in the Dominican Republic, where an unexpected turn of events in April 1965, brought Master Sergeant Josephine S. Davis recognition as the first Woman Marine to undergo hostile fire.

Hawaii, long their farthest outpost, has become a stepover for women on the way to duty in the Philippines and beyond.

On September 6, 1966, Women Marines received authority from the Commandant of the Marine Corps to volunteer for service in the Far East. Within a month, Captain Marilyn E. Wallace was on her way to the Marine Corps Air Station, Iwakuni, Japan, – the first of some one hundred Women Marines currently stationed in Japan, Okinawa and South Vietnam.

White House recognition of women's military value came in 1967, when President Lyndon B. Johnson signed into law a bill giving women in the Armed Forces equal promotion opportunity with their male counterparts.

Today, Women Marines are eligible to serve in over 22 occupational fields containing more than 117 job specialties. Some of the fields are personnel and administration, intelligence, drafting and surveying, electronics, photography, flight operations, air control and public information.

Many traditions have changed from the proud women in green since their inception in 1918, but their ultimate goal has remained the same: To free a man to fight.

THE SILENT FORCE

MSGT CHARLES LaCROIX

LINED UP in rigid military formation under the hot Arizona sun rests the world's greatest fleet of aircraft – all have known more active days. Some will one day return to duty. Others will be used for spare parts while still others will wind up in the contractor's smelter.

The Military Aircraft Storage and Disposition Center, is located on some 3,000 acres of Davis-Monthan Air Force Base at Tucson, Arizona. The Center operates as the single manager for the Air Force Logistics Command in the storage, reclamation, restoration and disposition of all excess aircraft of the Department of Defense.

Storage and inventory requirements are met through interservice support agreements with the Army, Navy and Coast Guard. It requires about 925 civilian and 90 military personnel to operate this huge facility.

The annual budget involved in this highly specialized mission amounts to about $9,000,000 in payroll plus another $1,500,000 for supplies and facilities. The operation is significant to the economy of Tucson, a city of over 300,000 population.

Davis-Monthan AFB was first selected as a storage site for excess B-29 and C-47 aircraft at the end of World War II when no immediate need was foreseen for excess equipment. It was then in fact a terminal operation for obsolete, worn-out aircraft and the "end of the line" for once famous war birds.

The Center has gone through a series of changes in mission over the years. It has changed from the initial terminal or disposal operation to a varied and highly technical workload, frequently of a top priority nature.

Because of the benign weather and atmospheric conditions in Southern Arizona, aircraft show little if any deterioration after many years in the desert. Preservation methods are subject to constant change as research indicates. A continuing test project is conducted by the Center on corrosion control and preservation methods. This project involves aircraft of all the services and will ultimately provide new guidelines to more efficient and less costly preservation procedures.

It was found, after extensive tests in various parts of the country, that the low acidity of the desert soil and the dry, moisture-free air of Tucson was ideal for open air storage of aircraft and aircraft parts – which at today's inflated prices anywhere else would cost many times more. In Fiscal Year 1970, the Center returned more than $44 in value for every dollar budgeted for expense. In the previous three year period over $947 million in value was returned on a budget of something over $24 million – an average of over $38 returned for every dollar budgeted.

Return to inventory includes countless "save list" items which are methodically stripped from non-flyable aircraft, tested, catalogued and warehoused for use by aircraft in the active inventory. Frequently these items are in great demand and are not available from any other source. Many of these items are vital to the present operational life of aircraft now used in Vietnam.

Utilization of parts and components provided by the Center achieves not only a great saving in dollars to the Department of Defense (and the American taxpayer) but also makes available such material on an "instant" basis – a crucial element in time which cannot be bought at any price.

Details of the storage, preservation, restoration and disposal operations of Army, Navy, Coast Guard and Air Force aircraft are agreed upon at interservice conferences held from time to time. At such conferences the requirements, processes and workloads on various projects are outlined.

The average annual input of aircraft from the services runs from 300 to 400 units. About the same number are prepared for a one-time flight to another facility for modification. In most cases, aircraft are not earmarked

for direct shipment to Southeast Asia but are assumed to go to such destinations through other facilities.

The reclamation of scarce parts and removal of components from aircraft constitutes a large segment of the Centers operation. Early last year a nose section from a KC-97 Boeing Stratofreighter was cut from a nonflyable carcass and shipped by railroad flatcar to replace a damaged component of an operational aircraft. The tail assembly and about 30 feet of fuselage from a B-47 Stratojet was removed from a carcass and shipped overseas — and so it goes. It is easier, faster and less expensive to replace battle-damaged areas of operational aircraft than to attempt to repair the damage on the scene.

The present inventory of aircraft shows about 3,000 of some 52 different models are in storage. The original cost of this huge on-the-shelf fleet was about $5 billion at yesterday's prices.

In addition to providing aircraft and aircraft parts for strictly military purposes, the Center is a rich source of aircraft and parts for many friendly foreign governments under the various military assistance pacts.

Other U.S. Government departments and agencies such as the National Aeronautics and Space Administration, the Atomic Energy Commission, Department of Agriculture, The Weather Bureau, and many others have drawn upon the almost inexhaustible supply of aircraft models and configurations available at the Center.

COMMITMENT

JO2 NILS ROSDAHL

THE HISTORY of the seafarer is one of progress gained through lessons learned the hard way. Countless lives were lost and thousands of ships were wrecked before men learned very much about how to protect themselves from the dangers of the threatening sea.

Effective safety measures have historically been prompted by major marine disasters. In the past, improvements in ship design were aimed at economic benefits. Now the emphasis is on avoiding accidents and saving lives and property by anticipating hazards. With the U.S. Coast Guard, maritime safety is the major mission.

Maritime safety is in itself a broad concern. Besides maintaining the vast system of aids to navigation, such as buoys and lighthouses, the Coast Guard works closely with maritime commerce and provides guidelines, rules and inspection services for safety in port and at sea.

For purposes of promoting safety and preventing illegal maritime activities, the Coast Guard enforces all Federal laws upon the navigable waters of the United States, its possessions and the high seas.

President Nixon has named the Coast Guard as chief enforcing agency of the Water Quality Improvement Act of 1970. Through its Captains of the Port stationed at all major U.S. harbors, the Coast Guard governs the security of ports and the anchorage of vessels in territorial waters. Included in the port security function are the supervision of loading and unloading of explosives and other hazardous cargoes, the development and enforcement of fire prevention measures and the control of access to vessels and waterfront activities.

Aiding mariners in distress has been the major function since 1915, when the U.S. Life Saving Service and the Revenue Marine merged to form the Coast Guard. In 1969 they answered more than 48,000 distress calls. With more than eight million Americans owning pleasure boats, the Coast

Guard has increased its attention to boating safety. The Coast Guard Auxiliary, a voluntary civilian organization of more than 30,000 members, supplements safe boating efforts with free motorboat examinations and safe boating courses.

Working closely with all facets of the shipping industry, the Coast Guard enforces the rigid standards for the construction and manning of all U.S. vessels subject to the inspection laws.

Rules in port have changed, but temperament of the sea hasn't. So the Coast Guard's mission of preventing possible disasters at sea is accomplished in many ways.

Since 1914 the Coast Guard has conducted the International Ice Patrol to locate, track and report icebergs that may drift south from polar regions and threaten shipping in the heavily traveled North Atlantic sea lanes. In domestic waters, Coast Guard ice breakers open ice-blocked channels and ports for maritime commerce, while in the polar regions the ships support military operations and participate in oceanographic and research missions.

Coast Guard Ocean Station vessels, equipped to gather oceanographic and meteorological data, act as aids to navigation for air and marine traffic in the Atlantic and Pacific Oceans. Coast Guard Cutters on Ocean Stations, square areas of mid-ocean 210 miles on a side, remain at sea a month at a time to provide assistance in the event of an emergency.

Coast Guard LORAN (Long-Range Aids to Navigation) Stations are spotted throughout the world to enable vessels in distress to pinpoint their location. LORAN is an electronic system whereby two stations transmit synchronized signals which are "mapped" on special charts showing LORAN lines. A ship is able to determine its course by the position of the LORAN line on the charts.

One of the most effective rescue services of the Coast Guard is AMVER, an acronym for Automated Merchant Vessel Report. Merchant vessels voluntarily furnish the Coast Guard with daily reports of their position, course, speed and destination. This information is fed into a computer which maintains a continuous plot of the thousands of international ships which participate in the system.

When a ship reports it is in difficulty, the AMVER computer can determine in a matter of minutes what other ships may be close enough to render aid. AMVER operators contact these ships and request they change course to assist the distressed vessel. As a result, merchant vessels are often first on the scene and have been responsible for the saving of many lives.

The Coast Guard also provides the United States' technical input to IMCO — Intergovernmental Maritime Consultative Organization — the only agency of the United Nations concerned soley with maritime affairs. With 72 nations comprising its membership, IMCO deals with international maritime safety problems such as tonnage, load lines, construction standards, sea lanes and the prevention of pollution.

Despite these numerous services to maritime safety, the Coast Guard is continually developing and testing new materials and techniques for the prevention of disasters and for search and rescue methods, should a disaster occur.

Large navigational buoys are being installed to replace costly and outdated lighthouses and lightships. These buoys can gather environmental data to measure water temperature, currents, wind direction and speed, air temperature and barometric pressure.

Hydrofoils are being tested for possible use as lightweight, durable lifeboats. In addition, a "Bruckner Survival Capsule" has been approved for installation on nonself-propelled drilling rigs, fixed structures and artificial islands as an alternative for lifeboats, inflatable life rafts or life floats.

With its ever-important emphasis remaining on the saving of life and property, the Coast Guard continues expanding its services, earning greater public recognition through its ceaseless concentration on maritime safety.

MARINE CORPS INSTITUTE

CPL JOHN HARMON

OVER FIFTY years ago, a small group of Marines gathered in a two story frame building in Quantico, Va., to study "Engine Design and Operation." They were members of the first Marine Corps Institute (MCI) class.

Today, nearly 70,000 Marine officers and enlisted men throughout the world study 120 different courses dealing with some aspect of Marine training or occupations.

General John A. Lejeune founded the Institute in 1920 as a means of improving morale by raising the educational and training level of the Marines at Quantico. Although there have been constant changes within the Institute since that first class, the mission has remained basically the same, to prepare and administer correspondence courses designed to increase the technical and general military proficiency of Marines.

The first major change in the Marine Corps Institute was its transfer to the Marine Barracks in Washington, D.C., just a few months after its founding in 1920. In the following 20 years the Institute carried out a variety of functions, but kept its primary emphasis on vocational courses.

During World War II, the Institute expanded to meet the demands made by the new influx of Marines. As they moved into the Pacific battle areas, so did MCI, forming a branch office in Honolulu which operated until 1946. At one time, there were as many as 27,000 MCI students on foreign soil.

High school and junior college programs were also offered, but with the advent of the U.S. Armed Forces Institute in the early 1950's, the Institute aimed its scope away from academic needs and toward the

training activities of Marines.

Because the Marine Corps was not equipped with personnel or equipment able to conduct the various courses, a Marine team was dispatched to the International Correspondence School in Scranton, Pa., to study the methods of teaching by mail. The Institute used the ICS textbooks, adopted its general organization and the MCI system has remained basically the same since.

Today, 214 enlisted men, 20 officers and 23 civilian personnel handle the duties of supply, mailing, grading, writing and processing the nearly 120,000 lesson "wraps" – mailed each year.

Enrollment in MCI is open to a wide range of personnel including active duty Marines, organized or volunteer reservists, retired Marines, civilian employees of the Marine Corps, members of the other Armed Forces and Allied military students.

The Institute offers four types of enrollment for individuals; groups of five or more; continuous enrollment for a unit with constant training needs; and for units afloat.

The initial contact a student has with the Marine Corps Institute is with the Registrars Section which is responsible for the administrative handling of all enrollments, courses and grades.

Once a student is registered, he receives the necessary course materials from the Supply Section which averages nearly 10,000 separate mailings a week.

The courses themselves are prepared by the Writers Section which also reviews the lessons twice a year to make sure they are current. The whole curriculum is constantly being re-evaluated with courses added, some dropped periodically and others updated.

It takes an average of six months to staff each new course and of the nearly 150 courses now available, about half are always in the process of revision.

Although, there are a number of civilians on the MCI staff, the task of grading the lesson sheets is handled

entirely by the Marines. And, before each man is permitted to grade a course, he must first take and pass that course.

Each enlisted man assigned to the writer units have years of experience in their occupational fields and are responsible for writing most of the new courses. They also must check with the Instructor Section to see that the lessons are graded properly and that the instructors are making the correct comments.

A separate section creates the written tests for each course and the semi-annual Marine General Military Subjects Proficiency tests. The Test Section also must carefully examine each test to make sure that it isn't ambiguous.

Although, the individual students are probably not aware of it, each lesson turned into MCI receives a thorough check before it is returned, graded and completed fully with comments or instructions from MCI.

For the student, arrival of the completion slips to his commanding officer marks the end of enrollment at MCI.

Not so for the personnel at the Institute in Washington, D.C., however, since it only means the end of one course. Another 10,000 will be awaiting processing during the coming week.

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51ST ANNIVERSARY

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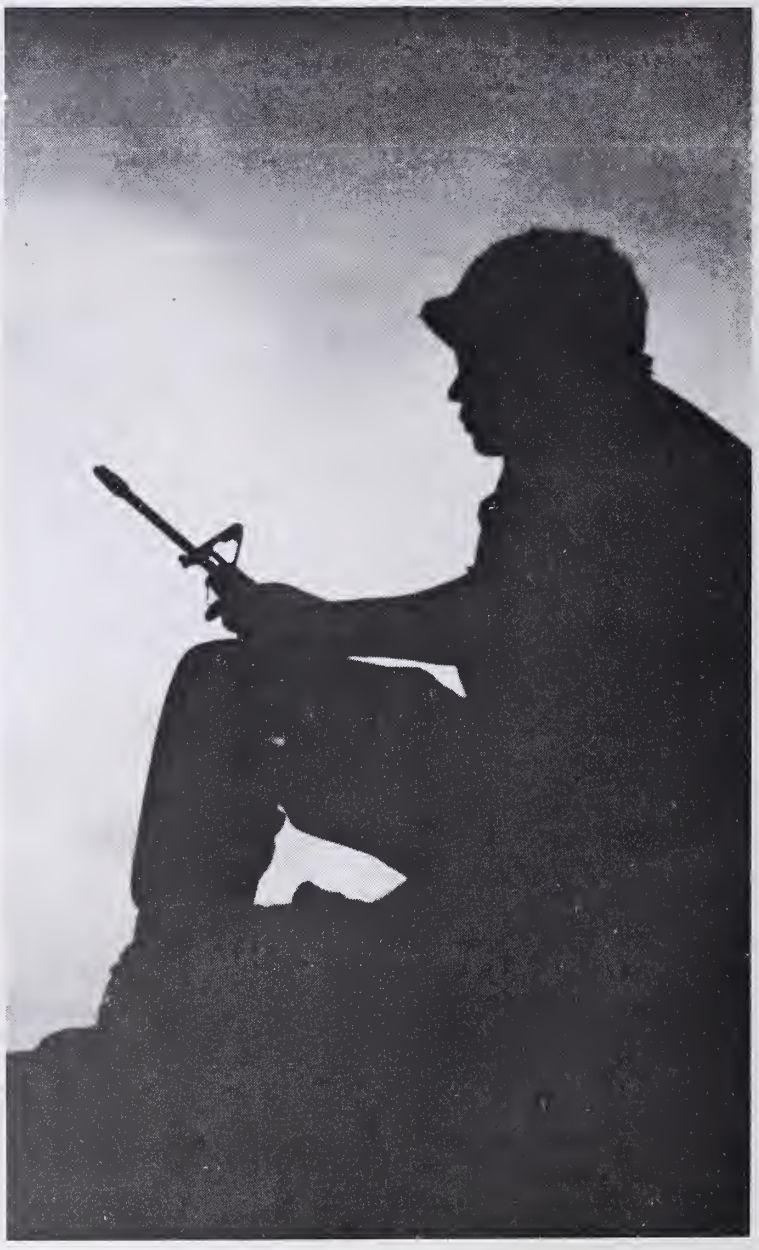
MCI